

## Curriculum overview: Art and Design

### **Why do we study Art and Design at The Earls High School?**

Art in general enhances craftsmanship, imagination, curiosity, problem solving skills, complex analysis, patience and critical thinking skills. Art provides the opportunity for self-expression and in many instances at The Earls students are allowed to investigate subject matter of their own individual interest. Studying Fine Art also provides an opportunity the emotional and spiritual development of a student. Art introduces students to an alternative form of communication. Due to the broad foundation at KS3 and Fine Art option at GCSE, our students are able to, with determination, access any Art course in Further education. In the broadest sense the purpose of studying Art is to foster the type of divergent and creative thinking needed in both the business world and society.

### **What skills and knowledge do we anticipate students will have in this subject before they begin at The Earls High School?**

We would expect students to have learned the following at KS2.

- To have built an awareness of skills required to create sketchbooks and record their observations and use the books to review and revisit ideas.
- To be proficient in drawing with a range of materials. To have a developing understanding of painting and some form of sculpture, preferably clay.
- To have a developing understanding of some of Art History's great artists, architects and designers.

### **What skills and knowledge would we like students to have in this subject at the end of their time at The Earls High School?**

We recognise that pupils should be able to analyse and critically evaluate meaningfully all of the mentioned skills below.

- Be able to use visual language skilfully and communicate fluently in visual form. Confident observational and exploratory drawing should be key to this process.
- Demonstrate an understanding of artists and use this knowledge to inform, inspire and interpret ideas.
- Display independence, initiative and originality to develop their ideas, processes and techniques to realise intentions.
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Pupils should develop their resilience and understand that creative practice is often challenging.

## Year 7 Curriculum Map: Art and Design

TERM 1	TERM 2	TERM 3
<p><b>To learn about:</b> Natural Forms.</p> <p>Observational drawings introducing students to visual elements – line, contour, shape, form, tone, space, pattern, texture.</p> <p>Students will study the realistic drawings of Da Vinci, moving into compositional designs for a semi abstract final painting in style of the Cubists.</p> <p>Colour mixing and handling paint.</p> <p><b>Main home learning tasks:</b> <i>Reading task-</i> Researching artists listed above (CAD). <i>Writing Task-</i> Artist contextual studies and comparative analysis. Da Vinci/Franz Mac <i>Learning task-</i> Practise a range of drawing techniques.</p> <p><b>Key assessment:</b> Students will be assessed using the following assessment objectives. These mirror the requirements for KS4 and KS5 study.</p> <ul style="list-style-type: none"> <li>• Presenting (internal requirement)</li> <li>• Organisation (internal requirement)</li> <li>• Contextual understanding (AO1)</li> <li>• Ability to handle materials and techniques (AO2)</li> <li>• Drawing and recording (AO3)</li> <li>• Development of ideas towards a final piece (AO4)</li> </ul> <p><b>Assessment conditions:</b> Normal lesson time and homework</p>	<p><b>To learn about:</b> Portraiture.</p> <p>Drawing self-portraits and profiles in line and tone. Students will learn from the work of Jacob Epstein and David Hockney.</p> <p>Students will explore the basic principles of portrait drawing and develop this into clay modelling inspired by Epstein.</p> <p><b>Main home learning tasks:</b> <i>Reading task-</i> Researching artists listed above (CAD). <i>Writing Task-</i> Artist contextual studies and comparative analysis. Calder/Epstein <i>Learning task-</i> Practise a range of drawing techniques.</p> <p><b>Key assessment:</b> Students will be assessed using the following assessment objectives. These mirror the requirements for KS4 and KS5 study.</p> <ul style="list-style-type: none"> <li>• Presenting (internal requirement)</li> <li>• Organisation (internal requirement)</li> <li>• Contextual understanding (AO1)</li> <li>• Ability to handle materials and techniques (AO2)</li> <li>• Drawing and recording (AO3)</li> <li>• Development of ideas towards a final piece (AO4)</li> </ul> <p><b>Assessment conditions:</b> Normal lesson time and homework</p>	<p><b>To learn about:</b> Architecture.</p> <p>Students begin to learn about architecture and famous landmarks. Students explore the work of Gaudi.</p> <p>Students produce studies of architecture and develop these into compositional designs for a final screen print.</p> <p><b>Main home learning tasks:</b> <i>Reading task-</i> Researching artists listed above (CAD). <i>Writing Task-</i> Artist contextual studies and comparative analysis. <i>Learning task-</i> Practise a range of drawing techniques.</p> <p><b>Key assessment:</b> Students will be assessed using the following assessment objectives. These mirror the requirements for KS4 and KS5 study.</p> <ul style="list-style-type: none"> <li>• Presenting (internal requirement)</li> <li>• Organisation (internal requirement)</li> <li>• Contextual understanding (AO1)</li> <li>• Ability to handle materials and techniques (AO2)</li> <li>• Drawing and recording (AO3)</li> <li>• Development of ideas towards a final piece (AO4)</li> </ul> <p><b>Assessment conditions:</b> Normal lesson time and homework</p>

## Year 8 Curriculum Map: Art and Design

TERM 1	TERM 2	TERM 3
<p><b>To learn about:</b> Industrial forms.</p> <p>Students learn how to create semi-abstract repeat pattern designs from viewfinder sections of drawings based on Industrial Forms of the Black Country's heritage.</p> <p>These semi abstract repeat pattern designs are created using a set of colour schemes and are finally printed using reduction Lino technique.</p> <p><b>Main home learning tasks:</b> <i>Reading task-</i> Researching artists listed above (CAD). <i>Writing Task-</i> Artist contextual studies and comparative analysis Art Deco/Art Nouveau. <i>Learning task-</i> Practise a range of drawing techniques.</p> <p><b>Key assessment:</b> Students will be assessed using the following assessment objectives. These mirror the requirements for KS4 and KS5 study.</p> <ul style="list-style-type: none"> <li>• Presenting (internal requirement)</li> <li>• Organisation (internal requirement)</li> <li>• Contextual understanding (AO1)</li> <li>• Ability to handle materials and techniques (AO2)</li> <li>• Drawing and recording (AO3)</li> <li>• Development of ideas towards a final piece (AO4)</li> </ul> <p><b>Assessment conditions:</b> Normal lesson time and homework</p>	<p><b>To learn about:</b> Native patterns and animals.</p> <p>Students choose from a focussed selection of Non-Western native patterns and animals. There is a limited focus on artefacts.</p> <p>Students produce A3 mixed media using sgraffitto, card relief and fineliner based techniques.</p> <p><b>Main home learning tasks:</b> <i>Reading task-</i> Researching artists listed above (CAD). <i>Writing Task-</i> Contextual studies and comparative analysis. <i>Learning task-</i> Practise a range of drawing techniques.</p> <p><b>Key assessment:</b> Students will be assessed using the following assessment objectives. These mirror the requirements for KS4 and KS5 study.</p> <ul style="list-style-type: none"> <li>• Presenting (internal requirement)</li> <li>• Organisation (internal requirement)</li> <li>• Contextual understanding (AO1)</li> <li>• Ability to handle materials and techniques (AO2)</li> <li>• Drawing and recording (AO3)</li> <li>• Development of ideas towards a final piece (AO4)</li> </ul> <p><b>Assessment conditions:</b> Normal lesson time and homework</p>	<p><b>To learn about:</b> Surrealist perspective.</p> <p>Students develop their understanding of one and two perspective, moving into a pictorial composition and a Surrealist painting based on a building from around the school.</p> <p>Students will study a selection of Surrealist artists including De Chirico and Magritte.</p> <p><b>Main home learning tasks:</b> <i>Reading task-</i> Researching artists listed above (CAD). <i>Writing Task -</i> Artist contextual studies and comparative analysis of Magritte and De Chirico. <i>Learning task-</i> Practise a range of drawing techniques.</p> <p><b>Key assessment:</b> Students will be assessed using the following assessment objectives. These mirror the requirements for KS4 and KS5 study.</p> <ul style="list-style-type: none"> <li>• Presenting (internal requirement)</li> <li>• Organisation (internal requirement)</li> <li>• Contextual understanding (AO1)</li> <li>• Ability to handle materials and techniques (AO2)</li> <li>• Drawing and recording (AO3)</li> <li>• Development of ideas towards a final piece (AO4)</li> </ul> <p><b>Assessment conditions:</b> Normal lesson time and homework</p>

## Year 9 Curriculum Map: Art and Design

TERM 1	TERM 2	TERM 3
<p><b>To learn about:</b> Art movements.</p> <p>Key students will be introduced to artists and Art Movements past and present who have used the theme of Still Life in their work.</p> <p>Develop skills of observational drawing and painting, collage and mixed media, working in realistic and expressive styles.</p> <p><b>Main home learning tasks:</b> <i>Reading task</i>- Researching artists listed above (CAD). <i>Writing Task</i>- Extended contextual studies. <i>Learning task</i>- Practise a range of drawing techniques.</p> <p><b>Key assessment:</b> Students will be assessed using the following assessment objectives. These mirror the requirements for KS4 and KS5 study.</p> <ul style="list-style-type: none"> <li>• Presenting (internal requirement)</li> <li>• Organisation (internal requirement)</li> <li>• Contextual understanding (AO1)</li> <li>• Ability to handle materials and techniques (AO2)</li> <li>• Drawing and recording (AO3)</li> <li>• Development of ideas towards a final piece (AO4)</li> </ul> <p><b>Assessment conditions:</b> Normal lesson time and homework</p>	<p><b>To learn about:</b> The human form.</p> <p>Students learn how to draw the human figure and study the work of contemporary artists Mark Demstaeder and Guy Denning.</p> <p>Students work towards a large final painting exploring acrylic painting techniques.</p> <p><b>Main home learning tasks:</b> <i>Reading task</i>- Researching artists listed above (CAD). <i>Writing Task</i>- Artist contextual studies and comparative analysis. <i>Learning task</i>- Practise a range of drawing techniques.</p> <p><b>Key assessment:</b> Students will be assessed using the following assessment objectives. These mirror the requirements for KS4 and KS5 study.</p> <ul style="list-style-type: none"> <li>• Presenting (internal requirement)</li> <li>• Organisation (internal requirement)</li> <li>• Contextual understanding (AO1)</li> <li>• Ability to handle materials and techniques (AO2)</li> <li>• Drawing and recording (AO3)</li> <li>• Development of ideas towards a final piece (AO4)</li> </ul> <p><b>Assessment conditions:</b> Normal lesson time and homework</p>	<p><b>To learn about:</b> The City</p> <p>This unit will be used to further prepare students for GCSE. The unit will provide greater opportunity for increased independent learning mainly through students' sourcing and choice of subject matter. It will act as a transition unit.</p> <p>Illustration has become a popular career choice in the Arts. This unit allows for exploration of a basic technique and idea, based around students' own choice of city and subject matter.</p> <p><b>Main home learning tasks:</b> <i>Reading task</i>- Researching artists listed above (CAD). <i>Writing Task</i>- Artist contextual studies and comparative analysis. <i>Learning task</i>- Practise a range of drawing techniques.</p> <p><b>Key assessment:</b> Students will be assessed using the following assessment objectives. These mirror the requirements for KS4 and KS5 study.</p> <ul style="list-style-type: none"> <li>• Presenting (internal requirement)</li> <li>• Organisation (internal requirement)</li> <li>• Contextual understanding (AO1)</li> <li>• Ability to handle materials and techniques (AO2)</li> <li>• Drawing and recording (AO3)</li> <li>• Development of ideas towards a final piece (AO4)</li> </ul> <p><b>Assessment conditions:</b> Normal lesson time and homework</p>